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ABSTRACT

This document contains materials for a college course in health management developed for the State of Iowa. The course syllabus lists the course title, hours, number, description, prerequisites, learning activities, instructional units, required text, 13 references, evaluation criteria, course objectives, and course competencies. It is followed by eight instructional units that cover these topics: the health care management process, management skills and styles, theories of human behavior, problem solving, communication skills, conflict resolution, team-building skills, and employee performance evaluation. Units contain the following: (1) information on prerequisites, required and recommended references, learning activities, and objectives; (2) topic outline; (3) evaluation criteria; (4) an instructor guide that lists references, suggests lecture notes, specifies equipment needed, and provides transparency masters and handouts; (5) a student study guide; and (6) evaluation questions. (KC)

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HEALTH MANAGER

Developed by: Health Science Department
Kirkwood Community College
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Department of Education
Bureau of Career Education

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COURSE SYLLABUS

COURSE: Management Skills for Health Supervisors (Health Manager) M-400

HOURS: 32 Clock hours; (2 lecture hours, 0 lab hours) 2 credit hours

COURSE NUMBER: HS410U

COURSE DESCRIPTION: Integrates insights from several disciplines in providing introductory management and leadership skills specifically for allied health, dental, and nursing practitioners interested in or occupying supervisory positions in Health Care. Emphasis in development of interpersonal skills, following a problem solving model.

PREREQUISITES: None

LEARNING ACTIVITIES:

1. Lecture and discussions
2. Role playing, gaming
3. Read text
4. Personal research
5. Listen to audiotapes
6. View videotape programs

INSTRUCTIONAL UNITS:

M-401	Healthcare Management Process
M-402	Management Skills and Styles
M-403	Theories of Human Behavior
M-404	Problem Solving
M-405	Communication Skills
M-406	Conflict Resolution
M-407	Team Building Skills
M-408	Employee Performance Evaluation

REQUIRED TEXT: LEADERSHIP EFFECTIVENESS TRAINING, L.E.T., By Thomas Gordon, Bantam Books, 1978.

REFERENCES:

1. Hersey and Blanchard, MANAGEMENT OF ORGANIZATIONAL BEHAVIOR, Prentice Hall, 3rd Edition, 1977.
2. Smith and Kaluzny, THE WHITE LABYRINTH, McCutcheon Publishers, 1975.
3. McGraw-Hill Supervision Series on videotape. (Controlling, Directing, Organizing, Planning).
4. Rollin Glaser, How to Get Extraordinary Performance from Ordinary People. Organization Design and Development, Bryn Mawr, PA 19010
5. Kelwynn Group, Communication Style. Organization Design and Development Group, 1984.
6. Marshall Sashkin, Conflict Style Inventory. Organization Design and Development, 1986.

7. Kenneth R. Phillips, Performance Appraisal Skills Inventory. Organization Design and Development, 1987.
8. Kurt Lewin, The Force Field Problem Solving Model. Organization Design and Development, 1986.
9. Robert Maddux, Effective Performance Appraisals. Crisp Publications, Inc., Los Altos, CA, 1987.
10. Robert Maddux, Successful Negotiation - Effective Win-Win Strategies and Tactics. Crisp Publications, Inc., Los Altos, CA, 1988.
11. Robert Maddux, Team Building, an Exercise in Leadership. Crisp Publications, Inc., Los Altos, CA, 1988.
12. Elwood N. Chapman, The Fifty-Minute Supervisor. Crisp Publications, Inc., Los Altos, CA, 1986.
13. Robert Montgomery, Listen Your Way to Success - cassette series. Learn Incorporated, Mount Laurel, NJ, 1984.

EVALUATION: Class participation 20%, Independent Study Project 25%, Midterm 25%, Final 30%.

Grading Scale:
90 -100% = A
80 - 89% = B
70 - 79% = C
60 - 69% = D
below 60%= F

COURSE OBJECTIVES:

M-401	Compare the definition of leadership to management and explain how the management process functions.
M-402	Describe the basic concepts of management skills and understand various styles of leadership and management.
M-403	Relate what influence human behavior theory has upon management skills.
M-404	Summarize the human skills necessary to solve problems as a healthcare manager.
M-405	Identify the value of communication and listening skills when dealing with management in a healthcare setting.
M-406	Summarize the principles of conflict resolution and the impact of conflict upon a healthcare organization.
M-407	Summarize the value of team building to an organization in terms of efficient and effective management as well as how to conduct effective meetings.
M-408	Compare the characteristics and complications of traditional employee evaluation to those of a periodic planning conference.

COURSE COMPETENCIES:

1. Understand the role of a health manager.
2. Develop a management style.
3. Apply social transaction and group dynamics theory in health organization settings.
4. Apply the problem solving model in communications, conflict resolution, team building, conducting meetings, and evaluating performance.
5. Develop a performance appraisal system for an employment situation.

HEALTH MANAGER **HEALTHCARE MANAGEMENT PROCESS** **M-401**

UNIT PREREQUISITES: None

REQUIRED REFERENCES: L.E.T. pgs. 1-5

RECOMMENDED REFERENCES:

1. Hersey and Blanchard, Management of Organizational Behavior, Prentice Hall, 3rd Edition, 1977. Pgs. 3-6, 168-170.
2. Elwood Chapman, The Fifty Minute Supervisor, Crisp Publications, 1986.

LEARNING ACTIVITIES:

1. Participate in seminar and discussion activities.
2. Read L.E.T. text assignment.

OBJECTIVES: M-401 Compare the definitions of leadership and management and explain how the management process functions by answering questions on a mid-term and final exam with 70 percent accuracy:

- .1 Develop a definition of management that includes concern for working with people and accomplishing the goals of the organization.
- .2 Distinguish the difference between concepts of leadership and concepts of management.
- .3 Identify characteristics that define an organization.
- .4 List four functions of the management process; i.e., planning, organization, motivating, and controlling.
- .5 Relate each of the functions of the management process to activities in healthcare managerial roles.

TOPIC OUTLINE:

I. Behavioral Change
II. Management Defined
III. Organization Defined
IV. Management Process
V. Healthcare Management Process

EVALUATION: Twenty-five percent of the mid-term and ten percent of the final exam will be based upon this unit.

1. Instructor References:
   a. Hersey and Blanchard, Management of Organizational Behavior, pgs. 3-6, 168-170.
   b. Smith and Kaluzny, The White Labyrinth, pg. 47.
   c. Elwood Chapman, The Fifty Minute Supervisor, Crisp Publications, 1986 Order through the Training Store, Training Resource Corporation, 5 South Miller Rd., Harrisburg, PA 17109. $6.95.

2. Lecture Notes:
   Develop notes utilizing student guide and L.E.T. text.
   Schedule approximately two hours for this unit.

3. Media, Equipment and Supplies For This Unit:
   Overhead projector

4. Master Transparencies:
   There are eight master sheets for transparencies which may be produced to supplement lecture.

5. Other Student Handouts:
   Provide student with unit objective sheet. Provide student with student guide to facilitate note taking during seminar/discussion.

I. Behavioral Change:

A. Knowledge:

B. Attitude:

C. Behavior of Individual:

D. Behavior of Group:

II. Management Defined:

A. Classroom Definition:

B. Leadership and Management:

III. Organization

A. Social System:

B. Subsystems:

1. Administrative / Structural:

2. Economic / Technological:

3. Informational / Decision - Making:

4. Human / Social:

C. Managerial Roles

1. Producing:

2. Implementing:

3. Innovating:

4. Integrating:

IV. Management Process

A. Planning:

B. Organizing:

C. Motivating:

D. Controlling:

V. Health Care Management Process

A. Open System defined:

1. Energy Development:

2. Inputs and Throughputs:

3. Outputs:

4. Processing:

5. Change:

B. Open System Components

1. Production:

2. Support:

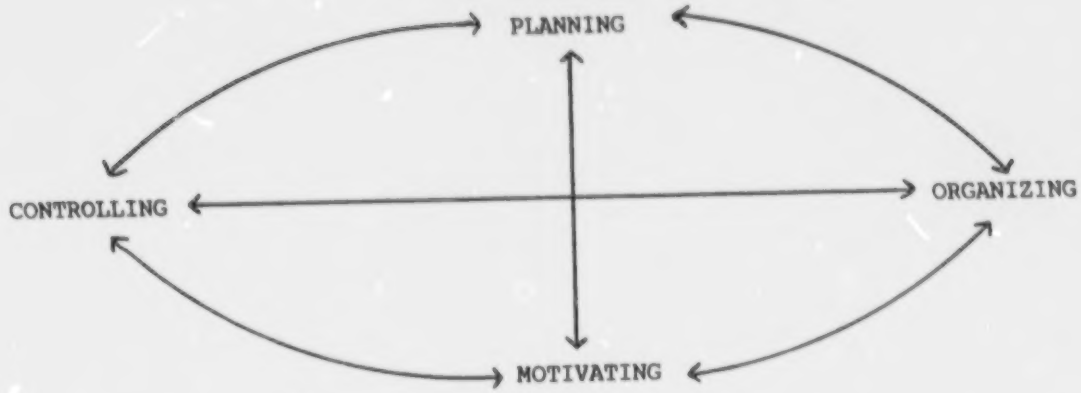
3. Maintenance:

4. Adaptation Component:

5. Managerial Component:

C. Control of the System ..... by who?

THE PROCESS OF MANAGEMENT



1. Planning: Setting goals and objectives complete with how to accomplish these goals and objectives.

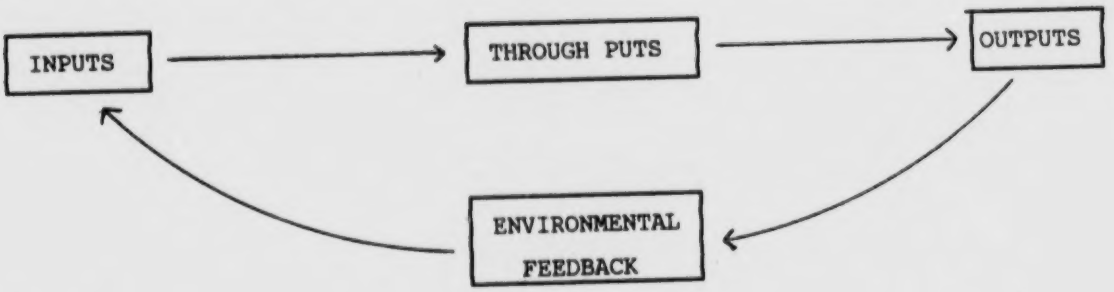
2. Organizing: Bringing together all necessary component parts to accomplish goals. Organizing requires integration of resources.

3. Motivating: Determines the level of performance.

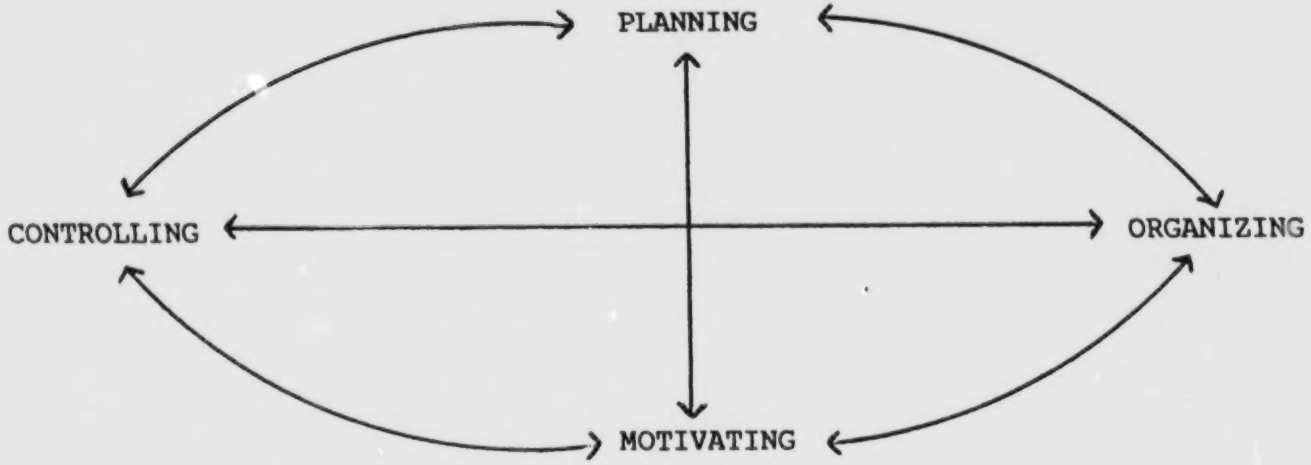
4. Controlling: Follow-up to compare results against goals and adjust if necessary.

THE MANAGEMENT PROCESS FOR HEALTH CARE

An Open System



THE PROCESS OF MANAGEMENT



1. Planning: Setting goals and objectives complete with how to accomplish these goals and objectives.

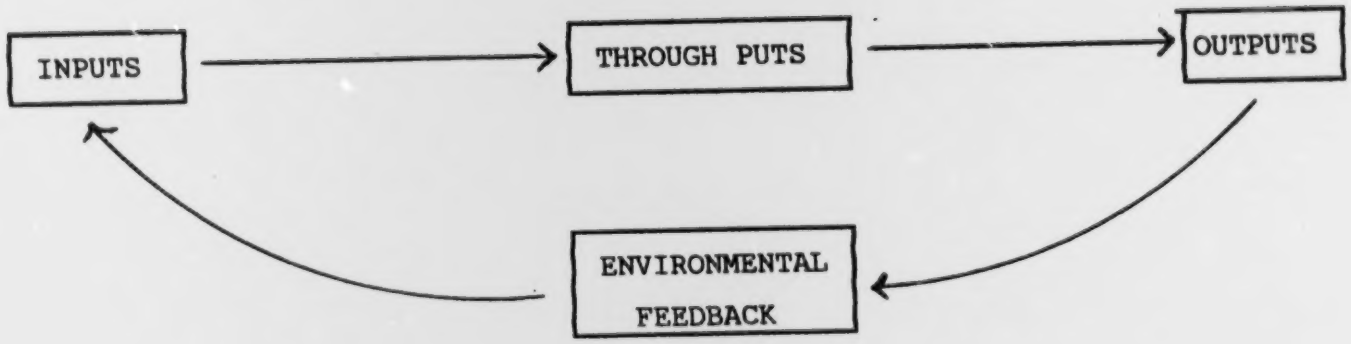
2. Organizing: Bringing together all necessary component parts to accomplish goals. Organizing requires integration of resources.

3. Motivating: Determines the level of performance.

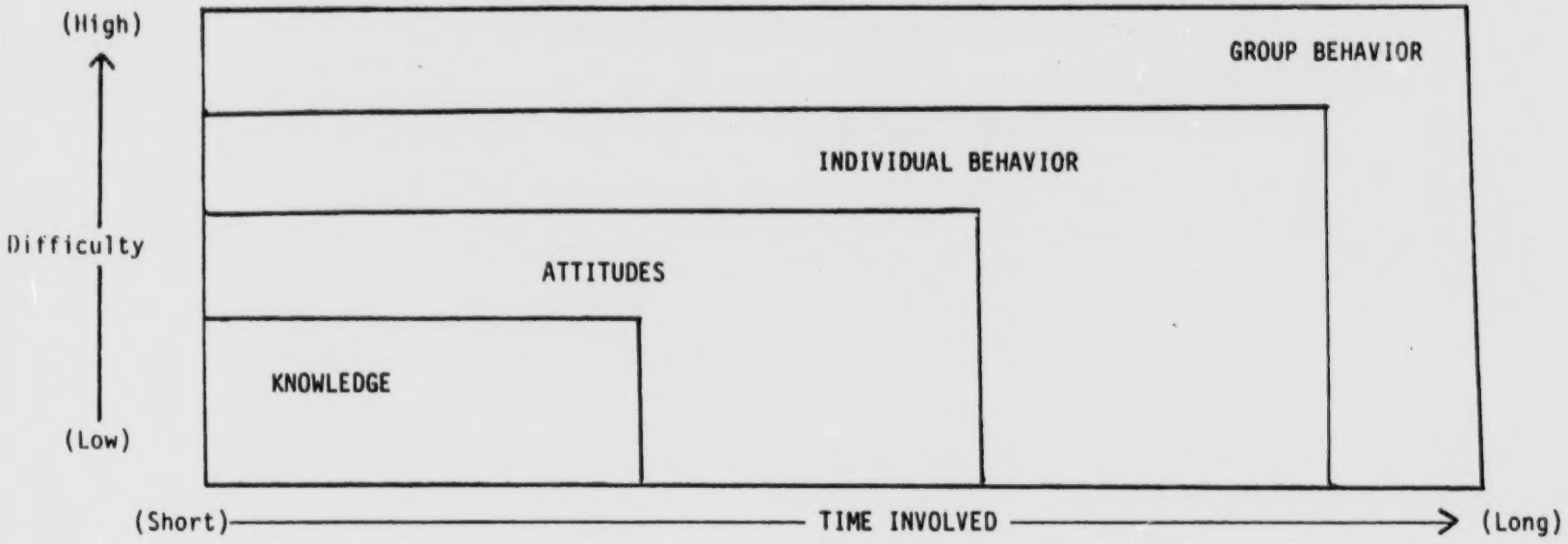
4. Controlling: Follow-up to compare results against goals and adjust if necessary.

THE MANAGEMENT PROCESS FOR HEALTH CARE

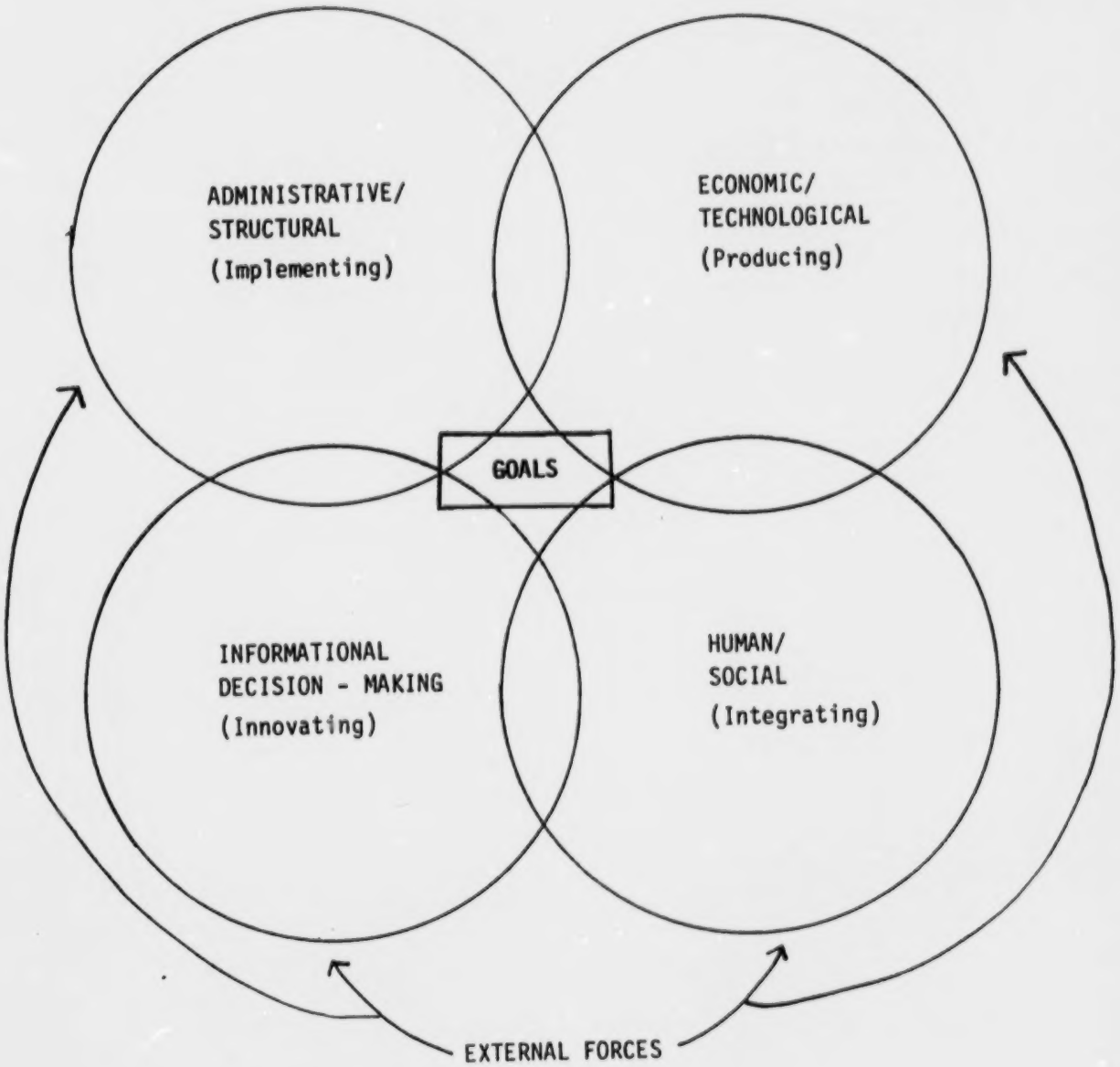
An Open System



TIME AND DIFFICULTY INVOLVED IN MAKING VARIOUS CHANGES



Characteristics of an Organization



MANAGEMENT:

Working with and through individuals and groups to accomplish organizational goals.

Management of Organizational Behavior
Hersey and Blanchard Page 3

MANAGERIAL COMPONENT:

Coordinating and directing the activities of the other components.

The White Labyrinth
Smith and Kaluzny Page 47

MANAGEMENT:

Management is the art of arts because it is the organizer of talent.

"Is Management really an Art?"
Henry M. Boettinger

OUR DEFINITION OF MANAGEMENT:

The achievement of Organizational Objectives through leadership keeping organizational goals paramount while treating people decently.

LEADERSHIP

Definition: When one attempts to influence the behavior of an individual or group regardless of the reason.

Difference: Management is defined through organizational goals
Leadership is defined any set of goals

Who practices Leadership? Who practices Management?

(a) Corporate Chief Executive Officer
(b) Physician
(c) Nurse
(d) Military Officer
(e) Office Supervisor

Possible Test Questions

1. Define management, be specific about treatment of people and the organization.

2. Compare and contrast leadership and management.

3. What specific features/characteristics are common for nearly all organizations.

4. List four functions of the management process and briefly describe each function.

5. Apply the four functions of the management process to the role of a manager of a hospital department. Select a specific hospital department to refer to when developing your response.

HEALTH MANAGER | MANAGEMENT SKILLS & STYLES | M-402

UNIT PREREQUISITES: None

REQUIRED REFERENCES: L.E.T. Chapter 2

RECOMMENDED REFERENCES:
1. Hersey and Blanchard, Management of Organizational Behavior, Prentice Hall, 3rd Edition, 1977. Pgs. 3-6, 168-170.

LEARNING ACTIVITIES:
1. Participate in seminar and discussion activities.
2. Read L.E.T. text assignment.

OBJECTIVES:

M-402 Describe the basic concepts of management skills and understand various styles of leadership and management by answering questions on a mid-term and final exam with 70 percent accuracy.

- .1 Describe three broad skill areas needed to carry out the management process, i.e., technical, human, and conceptual skills.
- .2 Explain how an appropriate mix of technical, human, and conceptual skills would vary according to the level of management.
- .3 Offer examples from the healthcare setting, that demonstrate skill areas needed by different managerial positions.
- .4 Explain why a healthcare manager of the supervisory level might be more concerned with human relation skills to carry out the processes of motivation and controlling.
- .5 Briefly describe a management style that utilizes an autocratic, participatory, or situational approach.
- .6 Identify what is common about management styles emphasizing the focus placed upon task performance or employee relationships.
- .7 Describe an approach to measuring managerial effectiveness.

TOPIC OUTLINE:

I. Management Skills
II. Management Styles
  A. Types
  B. Situational Leadership
  C. Leadership Styles
  D. Application of Situational Leadership Style
III. Measuring Managerial Effectiveness

EVALUATION: Twenty-five percent of the mid-term and ten percent of the final exam will be based upon this unit.

1. Instructor References:
   Hersey and Blanchard, Management of Organization Behavior, 1977.
   Pgs. 3-6, 168-170.

2. Lecture Notes:
   Develop notes utilizing student guide and L.E.T. text.
   Schedule approximately two hours for this unit.

3. Media, Equipment and Supplies For This Unit:
   Overhead projector.

4. Master Transparencies:
   There are two transparencies which may be produced.

5. Other Student Handouts:
   Provide student with unit objective sheet.
   Provide student with student guide to facilitate note taking during seminar/discussion.
   Reproduce copy of flow chart.

I. Management Skills

A. Skill Areas

1. Technical

2. Human

3. Conceptual

B. Skills Mixing

1. Technical to Conceptual:

2. The Common Denominator:

3. The Health Care Supervisor:

II. Management Styles

A. Types

1. Autocratic

2. Participatory

3. Situational

B. Situational Leadership

1. Linear vs. Curvilinear Approach

a. Task behavior

b. Relationship behavior

2. The Basics for Situational Leadership

a.

b.

c.

3. Results are:

a. Situational Leadership will be

b. Followers are

4. Maturity Defined in terms of Situational Leadership:

C. Leadership Style is: Relationship behavior which creates greater two way communication and promotes active listening.

1. Telling:

2. Selling:

3. Participating:

4. Delegating:

D. Application of Situational Leadership Style

1.

2.

3.

Health Manager M-402

III. Measuring Managerial Effectiveness

A. Task Behavior/Indicator

1.

2.

3.

4.

5.

B. Relationship - Behavior/Indicator

1.

2.

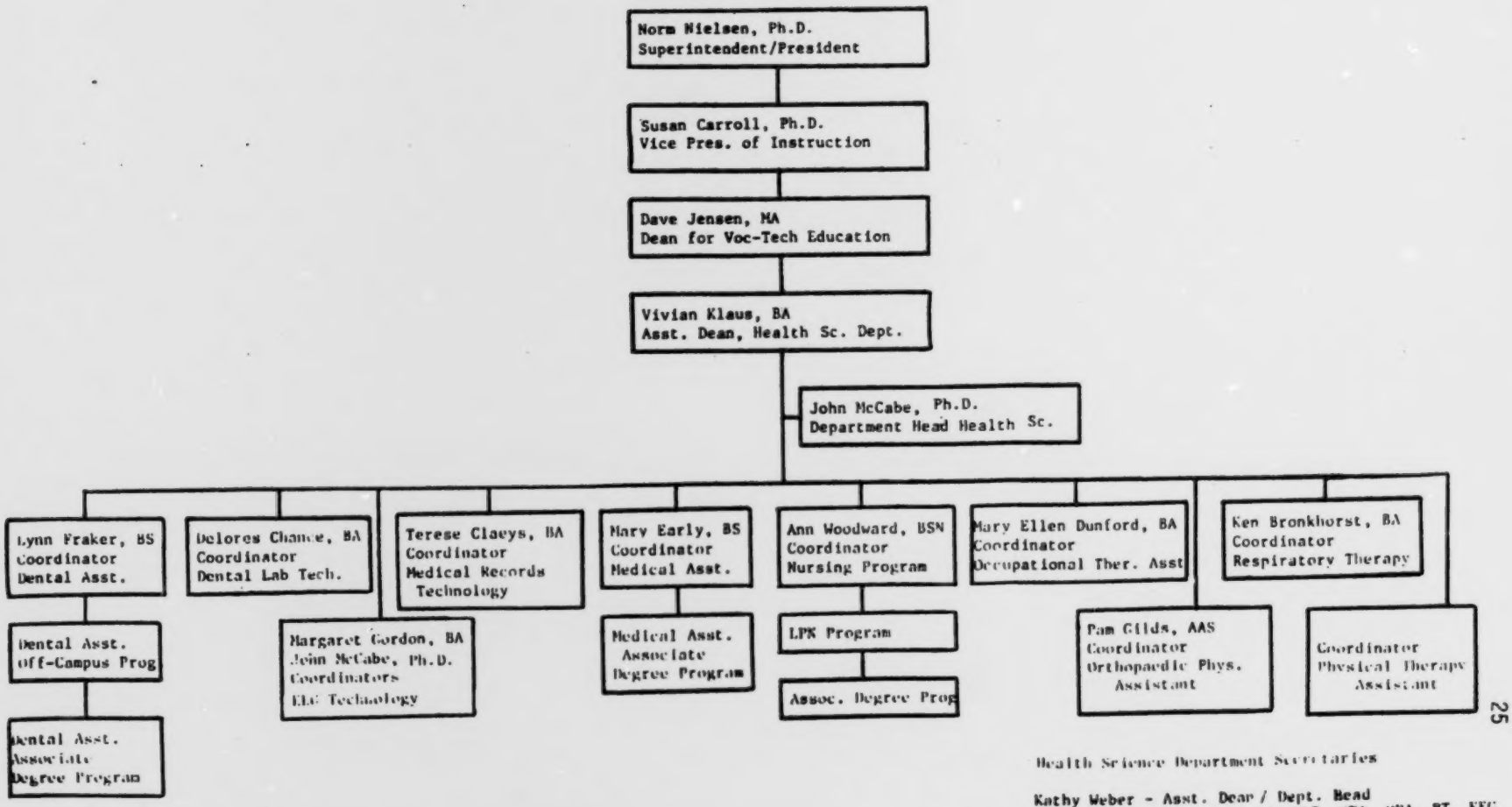
3.

4.

5.

KIRKWOOD COMMUNITY COLLEGE

HEALTH SCIENCE DEPARTMENT
FLOW CHART



Health Science Department Secretaries

Kathy Weber - Asst. Dean / Dept. Head
Sharon Daugherty - MRT, DA, DLT, OTA, OPA, RT, EEG
Betty Balls - NSG, MA

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MANAGEMENT SKILLS

TECHNICAL SKILL-

Ability to use knowledge, methods, techniques, and equipment necessary for the performance of specific tasks acquired from experience, education and training.

HUMAN SKILL-

Ability and judgement in working with and through people including and understanding of motivation and an application of effective leadership.

CONCEPTUAL SKILL-

Ability to understand the complexities of the overall organization and where ones own operation fits into the organization. This permits one to act according to the goals and objectives of the total organization rather than only on the basis of the goals and needs of one's own immediate group.

MANAGEMENT STYLE

1. Autocratic –

   Tell followers what to do and when to do it.

2. Participatory –

   Shares leadership responsibilities with followers by involving them in planning and execution of tasks.

3. Situational –

   Styles depends upon maturity level of people who are to be influenced.

Possible Test Questions:

1. List and describe the three skills used by a manager.

2. Three management skills are necessary for all managers, but these three skills are required at greater or lesser degrees depending upon the level of management.

   Explain the difference between the mix of management skills necessary for a Hospital Radiology Department Manager and those of a hospital administrator.

3. Describe the management skill characteristics needed in each of the healthcare management positions listed:

   Department Head - Personnel
   Department Head - Medical Lab
   Department Head - Patient Accounts
   Department Head - Housekeeping

4. Why are human skills so critical to a healthcare supervisor to carry out processes of control and motivation?

5. Describe each of the management styles listed:

   autocratic
   participatory
   situational

6. Explain the difference between a supervisor who emphasizes task performance compared to one who emphasizes employee relationships.

UNIT PREREQUISITES: None

REQUIRED REFERENCES: L.E.T. Chapter 2

RECOMMENDED REFERENCES:
1. The White Labryinth, 1975, pgs. 107-179.
2. Management of Organizational Behavior, 1977, pgs. 162-165, 170-176.

LEARNING ACTIVITIES:
1. Participate in seminar and discussion activities.
2. Read L.E.T. text assignment.

OBJECTIVES: M-403 Relate what influence human behavior theory has upon management skills by answering questions on a mid-term and final exam with 70 percent accuracy.

- .1 Give examples of role expectations when healthcare systems are viewed as a bureaucratic/industrial, professional, and anarchistic/participatory.
- .2 List and give examples of five social transactions described by Berne as games.
- .3 Given examples from healthcare settings, identify complementary or crossed transactions within parent-child-adult context.
- .4 Offer an explanation, in terms of transactional analysis, of why a person appointed to a supervisory position may encounter resistance or hostility from his/her subordinates.
- .5 Briefly outline Maslow's hierarchy of needs and Herzberg's theory of motivation.
- .6 Briefly describe management received as an "equitable exchange" or mutual satisfaction of needs.
- .7 Relate the "full cup principle" in terms of a manager meeting his own needs and those of his/her subordinates.
- .8 Describe the concept of "mutual needs satisfaction" in terms of the role of a healthcare supervisor.
- .9 Explain how productive work time is impaired when either leader or follower needs are not met.

TOPIC OUTLINE:

I. Group Dynamics and Social Transactions
   - A. Role expectations
   - B. Berne's five social transactions
   - C. Complementary or crossed transactions

II. Motivation and Job Satisfaction
   - A. Maslow's Hierarchy of Needs
   - B. Herzberg's Theory
   - C. Needs Satisfaction
   - D. Full Cup Principle
   - E. Mutual Needs Satisfaction
   - F. Productive Time Impairment

EVALUATION: Twenty-five percent of the mid-term and ten percent of the final exam will be based upon this unit.

1. Instructor References:
   a. Smith & Kaluzny, The White Labyrinth, 1975. pg. 107-179.
   b. Hersey & Blanchard, Management of Organizational Behavior, 1977. pgs. 162-165, 170-176.

2. Lecture Notes:
   Develop notes utilizing student guide and L.E.T. text.
   Schedule approximately three hours for this unit.

3. Media, Equipment, and Supplies For This Unit:
   None

4. Master Transparencies:
   None

5. Other Student Handouts:
   Provide student with unit objective sheet.
   Provide student with student guide to facilitate note taking during seminar/discussion.

I. Group Dynamics and Social Transactions

A. Role expectations
1. Bureaucratic/Industrial:

2. The professional model:

3. Anarchistic/Participatory:

B. Berne's Five Social Transactions:
1. Rituals:

2. Activity:

3. Pastimes:

4. A game:

5. Intimacy:

C. Complementary or Crossed Transactions:
1. Parent-parent/adult-adult/child-child:

2. Crossed transactions:

II. Motivation and Job Satisfaction

A. Maslow's Hierarchy of Needs
1.

2.

3.

4.

5.

B. Herzberg's Theory
   1.

   2.

C. Needs Satisfaction:
   1. Satisfied

   2. Dissatisfied

D. Full Cup Principle

E. Mutual Needs Satisfaction
   1. Skills to meet group needs

   2. Skills to meet organizational needs

F. Productive Time Impairment When Needs Not Met

HEALTH MANAGER | Evaluation | M-403 Theories of Human Behavior

Possible Test Questions:

1. What role expectations would exist if you were a healtcare manager in each of the following types of healthcare systems:

   bureaucratic/industrial
   professional
   anarchistic/participatory

2. Berne, author of "Games People Play" describes different levels of social interaction as games. Describe each of Berne's games:

   rituals
   activity
   pastimes
   game
   intimacy

3. Explain the difference between social transactions which are complementary and those which are crossed. Which transactions (if any) are ineffective?

4. Why may a newly appointed supervisor encounter resistance from subordinates?
   Include transaction analysis within your explanation.

5. Describe Maslow's hierarchy of needs in terms of (1) employee needs and (2) leader's needs.

6. Herzberg's theory of motivation deals with needs satisfaction and obstacles as well as providers of need satisfaction. List two dissatisfiers and two satisfiers.

7. Describe a healthcare managers role when utilizing mutual needs satisfaction.

8. Apply the "full cup principle" as it relates to a manager meeting needs of self and needs of subordinates.

9. How is productive work time hampered when the subordinates needs are not met?

HEALTH MANAGER **PROBLEM SOLVING** **M-404**

UNIT
PREREQUISITES: None

REQUIRED
REFERENCES: L.E.T. Chapter II and IV

RECOMMENDED
REFERENCES: None

LEARNING
ACTIVITIES:
1. Participate in seminar.
2. Complete the Force Field Problem Solving Model exercise.
3. Participate in problem solving role playing activity.

OBJECTIVES:

M-404 Summarize the human skills necessary to solve problems as a healthcare manager by answering questions on a final exam with 70 percent accuracy.

- .1 Given a behavioral situation be able to identify behavior as acceptable or unacceptable to subordinate as well as self.
- .2 Describe reasons why your view of behavior as acceptable or or unacceptable may change from day to day.
- .3 List at least four verbal and four nonverbal cues or clues that indicate a subordinate has a problem.
- .4 Explain how productive work time is affected when either the subordinates or the group leader has a problem.
- .5 Outline the problem solving process as six separate steps.
- .6 Justify the statement that a manager's responsibility is not to solve problems, but to see the problems get solved.

TOPIC
OUTLINE:

I. Problem Solving
   A. Looking for clues
   B. Decoding messages
II. Identifying Problems
III. Problem Solving Process

EVALUATION: Twenty-five percent of the mid-term and ten percent of the final exam will be based upon this unit.

1. Instructor References:
   Kurt Lewin, The Force Field Problem Solving Model.
   Order through Organization Design and Development,
   101 Bryn Mawr Ave., Bryn Mawr, PA 19010. $3.75 p/copy.

2. Lecture Notes:
   Develop notes utilizing student guide and L.E.T. text.
   Devote approximately three hours to this unit.
   Set aside one hour for mid-term exam.

3. Media, Equipment and Supplies For This Unit:
   None

4. Master Transparencies:
   None

5. Other Student Handouts:
   Provide student with unit objective sheet.
   Provide student with student guide to facilitate note taking during seminar/discussion.
   Reproduce discussion handout for distribution.

I. Needs

A. Telltale Cues and Clues

1. Uncommunicative
2. Sulking
3. Avoidance
4. Irritable
5. Smiling
6. Daydreaming
7. Appearance
8. Sarcastic
9. Speed
10. Posture

B. Ventilation

C. The Coding Process

1. When to get involved?
2. Is this the real message?

D. Decoding

1. Impression = Expression

2. Problem Solving - 6 Steps

a. Identify

b. Alternative Solutions

c. Evaluation of Solutions

d. Decision Making

e. Implementation

f. Follow-up

II. Behavior

A. Acceptable vs. Unacceptable

1. Examples

B. Behavior Rectangle

1. Various types of behavior within the rectangle

2. Cues and Clues

C. Problem Ownership

1. Subordinate

a. Needs being met?

2. Leader

a. Needs being met?

D. The "No Problem" Area

1. Mutual Needs Satisfaction:

2. Problem Elimination:

III. Problem Solving

A. Who Solves:

1. Facilitator or one man show?

B. Problem Solving Process:

1.

2.

3.

4.

5.

6.

C. Critical Issue:

IV. Role Playing

A. Door Openers

B. Passive Listening

C. Acknowledgment Responses

D. Active Listening

Health Manager | Discussion Handout | M-404 Problem Solving

Instruction: Fill in the dialogue.

Introduction: Gerry is the office supervisor within a small office where there are (3) staff. June is one of the staff and during the last (3) weeks has been late (6) times each approximately 20 minutes. June has been employed with the office (6) years. The other staff Jack and Mike have been in the office 3 and 5 years respectively. Jack has been obligated to pick up the early morning slack created by June.
Gerry has been with the office 5 years and was promoted 3 weeks ago.

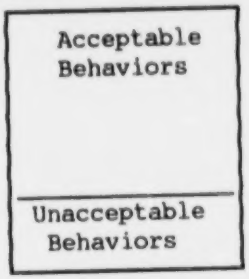
Jack: Pretty difficult to do two jobs at once these days.

Gerry:

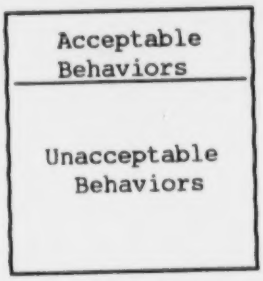
Gerry Calls June into his office to discuss this matter.

Possible Test Questions:

1. Explain why a manager's behavior rectangle would vary for these two individuals:



5 year employee



New Employee

2. Why may a managers view of behavior change from day to day?

3. List four verbal and four non-verbal cues that suggest a subordinate has a problem:

Verbal	Non-Verbal
1.	1.
2.	2.
3.	3.
4.	4.

4. How may productive work time be affected when a subordinate has a problem.

5. List the six steps to the L.E.T. problem solving process.

6. Justify the statement that a manager's responsibility is not to solve problems but to see that problems get solved.

HEALTH MANAGER | COMMUNICATION SKILLS | M-405

UNIT PREREQUISITES: None

REQUIRED REFERENCES: L.E.T. Chapter IV, V, and VI

RECOMMENDED REFERENCES: Hersey and Blanchard, Management of Organizational Behavior, pg. 277

LEARNING ACTIVITIES:

1. Participate in seminar.
2. Read L.E.T. text assignment.
3. Complete communication style inventory.
4. Listen to: "Listen Your Way to Success" tape series.
5. Participate in discussion and role playing exercises.

OBJECTIVES:

M-405 Identify the value of communication and listening skills when dealing with management in a healthcare setting by answering questions on an exam with 70 percent accuracy:

- .1 Draw and label the communications model.
- .2 Identify the essentials of communication necessary for "expression to equal impression."
- .3 Identify situations requiring use of counseling skills.
- .4 Describe the use of the following listening skills: door openers, passive listening, facilitative responses, active listening.
- .5 Given a role playing activity in a healthcare setting, utilize the appropriate listening skills.
- .6 Identify 12 road blocks to communication.
- .7 When using counseling skills in a simulated situation, maintain ownership of the problem in its proper perspective.
- .8 Employ the problem solving process in counseling activities to get to the real problem.
- .9 Identify when to employ assertiveness skills.
- .10 Describe how to properly send messages using "I-messages" and avoiding use of "road blocks" to change behavior.
- .11 List three essential components of an "I-message."
- .12 Explain when it is appropriate to "shift gears" from an "I-message" to active listening.
- .13 Describe major drawbacks for avoiding confrontations.
- .14 Employ the problem-solving model with appropriate communication skills to affect a change in behavior.

HEALTH MANAGER **M-405**

TOPIC OUTLINE:

I. Communication Model
II. Listening Skills
III. Roadblocks
IV. Problem Solving Exercise
V. Counseling Skills
VI. Assertive Skills
VII. Change Models

EVALUATION: Fifteen percent of the final exam will be based upon this unit.

1. Instructor References:
   a. Hersey and Blanchard, Management of Organizational Behavior, pg. 277.
   b. James Brewer, Communication Style. Order through Organization Design and Development, 101 Bryn Mawr Ave., Bryn Mawr, PA 19010. $2.95 ea.
   c. Robert Montgomery, Listen Your Way to Success. Cassette series of three tapes. Order through Organization Design and Development. $39.95.

2. Lecture Notes:
   Develop notes utilizing student guide and L.E.T. text. Schedule approximately nine hours for this unit.

3. Media, Equipment, and Supplies For This Unit:
   Cassette player.

4. Master Transparencies:
   None

5. Other Student Handouts:
   Provide student with unit objective sheet.
   Provide student with guide to facilitate note taking during seminar/discussion.
   Reproduce discussion handouts for distribution.

I. Communication Model

A. Two Basic Models

1. Star:

2. Circle:

B. Characteristics of Each

1. Star:

2. Circle:

C. The Best Communication Method:

D. Impression = Expression

1. What are the requirements:

a.

b.

2. When does communication exist?

3. The initial phase of problem solving:

E. Examples of Counseling and Communication Skills at Work

Health Manager

II. Listening Skills:

A. Door Openers:

1. What do they do?

B. Passive Listening:

1. Is this an Art?

C. Acknowledge Responses:

D. Facilitating Responses:

E. Active Listening:

1. Understanding:

2. Rationale:

III. Roadblocks:

A. Acceptable and Unacceptable:

B. Twelve Roadblocks:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

C. Intent (view) of roadblocks:

IV. Problem Solving Exercise

V. Counseling Skills

A. Needs Satisfaction:

1. Problem Solving

2. Problem Ownership

a. Counseling

b. Assertive

B. Situational Leadership Model

1. Problem Ownership:

a.

b.

c.

d.

2. Maturity Level:

a.

b.

c.

d.

VI. Assertive Skills

A. Confrontation:

1. Methods

2. Roadblocks and Messages

B. I - Messages - Components

1.

2.

3.

C. I - Message Formula:

D. Problem Solving and Gear Shifting:

VII. Change Models

A. Diagnostic

B. Confrontive

Health Manager | Discussion Handout | M-405 Communication Skills

ACTIVE LISTENING

Student: I want to drop my Comp II class!

Coordinator: Sounds like you're having problems in Comp II?

Student: Yes, it's not so much that I can't do the work, but the amount of time I'm spending on the assignments is cutting into my time to study Respiratory Therapy.

Coordinator: You're concerned that your grades in Respiratory Therapy will suffer.

Student: Yes, and I already did poorly on yesterday's quiz because I spent all night writing that stupid paper.

Coordinator: You're having difficulty finding the time to study enough for each course.

Student: Well, I wish I could manage my time better but it always seems that I start studying one thing and I look up and it is 12:00 a.m. already and there is no time left for other courses if I expect to get any sleep.

Coordinator: So it is more of a problem in managing your study time? Would you like to talk about ways to better your management of time?

ACTIVE LISTENING OR ROADBLOCKS?

Student: I want to drop my Comp II class!

Coordinator: You can't drop it, it's required and it will be good for you.

Student: It is taking too much time and I just don't think I can do the work right now.

Coordinator: I know you can do it if you try.

Student: That teacher can't teach and he won't answer any of my questions. He says read your book.

Coordinator: Know you're way off base to be criticizing a teacher. You probably could have gotten your answers from the book.

Is this Coordinator using active listening or roadblocks to communicate?

MEMORY

Old employee (Harry) who attempted to memorize all stock numbers but often ended up printing the wrong number. This created a lot of additional cost and customer delay in order to correct incorrectly shipped items.

LEGAL EAGLE

Bill is Helen's supervisor in a large law firm. Helen is responsible for seven law clerks who assist her in doing research on firm cases prior to trial. Mary, one of the law clerks, a law student herself, has been becoming more involved in some of the research to the point of interfering with the case by visiting some of the lawyers responsible for the case and questioning them about these cases. Helen has received numerous complaints and has decided to discuss this with Bill.

Question: Who owns the monkey? What is the problem?

Helen: Bill, I have a problem with Mary one of our law clerks.

Bill:

Helen:

EMPLOYEE BARGES INTO YOUR OFFICE AND STATES:

Sender: I got a lot of personal files that I'm not transferring to the new person! I need some space for these records!

Response:

Sender: Well I had thought that storing them in a box might do the job until I have storage space.

Response:

Sender:

Sender: Got a minute? I can make an appointment.

Response: No, please come in, I have 15 or 20 minutes. Will that be enough?

Sender: Yes

Response: What is that you want to discuss?

Sender: I wanted to follow-up on our earlier conservation. Remember I said I would give you a follow-up?

Response: Yes, I do remember. How is the program going?

Sender: Very well, it's over now and I feel much better about that but, I'm still having problems here at work.

Response:

Sender: When will problems identified nine months ago be forgotten? I don't believe my supervisor likes me. I think he is out to get me.

Response:

Sender: Yes, I should have contested the problem when it surfaced nine months ago. I wasn't in the wrong. Sure it went against policy but everyone did it then and does it now.

Response:

INTRODUCTION: John and Sue are both nurses working on the evening shift at a small rural hospital. John is the medicine unit charge nurse and Sue is the evening shift house supervisor.

Hold > John is in the middle of a difficult divorce where custody of children is an issue.

Opening Message:	**John:**	I've had it with Mr. Johnson in room 36. He refuses to cooperate with us in preparing him for surgery tomorrow. I am going to call the Anesthesiologist and ask that he be cancelled.
D.O.	**Sue:**	I'm surprised; I've met Mr. Johnson and he appears to be cooperative to me. Is there something I could help with?
Message	**John:**	Yes, if you think he is so cooperative you go talk with him and you can handle his pre-surgical preparation.
Note:		Sue does handle the situation, noting that Mr. Johnson's reluctance was simply a lack of procedure understanding.
Response	**Sue:**	(Upon completing pre-surgical preparation) John, Mr. Johnson is now ready.
O.M.	**John:**	Well in that case maybe you should just run the rest of this shift.
D.O.	**Sue:**	John is there something else that is troubling you that we could discuss? I've got the time.
Block	**John:**	What are you talking about, I'm just tired.
D.O.	**Sue:**	That's fine but you do seem a little on edge and if discussing it will help I would be glad to listen.
	John:	Well, I am having some problems with the divorce. Custody of my children has really caused some problems.
A.R.	**Sue:**	"Oh" I can imagine that getting the right to see your kids can be difficult to work out.
	John:	Yes it can be, but it became even worse when I asked for custody.
A.R.	**Sue:**	Oh, I see.
	John:	I learned today that I am being watched by my wife's lawyer. I'm sure they are trying to get some dirt on me for court.

A.L.	**Sue:**	Did you learn of this just before work?
	John:	Yes, and I guess it interferes with work and in particular Mr. Johnson.
A.R.	**Sue:**	Yes, that appears to be the case John, but you are a good nurse and realize that fact.
	John:	Thank you Sue, I realize that despite the personal problems they have to stay home. I will try to watch that in the future.
Left Open	**Sue:**	Thank you and if I can help please let me know.

Health Manager | Discussion Handout | M-405 Communication Skills

WHO OWNS THE PROBLEM

You are the office supervisor in an office employing 10 people.

Sue: Arrives at work 10 minutes late almost everyday.

Beth (The bookkeeper): has had to miss lunch break three times in the past week to catch up on backlog of billing receipts.

Bob (The technologist): who runs lab work comes into the front office each morning is telling loud off-color jokes to the other assistants creating all unprofessional atmosphere in front of patients.

Doctor Smith: Always leaves for a golf match at 3 p.m. Wednesdays and if a patient is still waiting he asks you to "cover" for him.

Carla (An assistant in the office for years): always gets her work done, but gripes frequently to the other assistants about the work load.

Mary (The receptionist): frequently tells patients who call that they don't need to bother the doctor with such trivial problems.

GET <u>YOUR</u> PROBLEM SOLVED WITH SUE

1) Develop an I-message

   1. Behavior - unacceptable
   2. Feelings
   3. Consequences

2) Shift gears to active listening if Sue becomes defensive.

3) Get <u>your</u> problem solved with Doctor Smith

   I-message

Carlos - Role 1

Carlos confides in his boss that he doesn't get along with fellow worker Ted.

Boss: That's ridiculous. You and Ted have worked together for years. You never fought before and I can't believe you have troubles now.

What happened? Boss doesn't want to recognize the problem. The Boss became the persecutor here.

Boss: That's too bad, Carlos. Why don't you contact Ted and ask him to come over here this afternoon and maybe the three of us could talk this out. I was always able to iron things out with my co-workers and I would be happy to talk with you and Ted.

What happened? Boss rescued Carlos.

1. The Boss uses a directive approach (Q1) when persecutor and Q3 supportive when rescuer.
2. The monkey is lifted to the rescuer but the employee feels terrible and like they can't solve their own problems.

Carlos - Role 2

Boss responds to Carlos's problem by putting him down and Carlos plays the victim well then Boss may begin to feel guilty.

Carlos: Mumbles something about Boss, looks downcast and sad.

Boss: I'm sorry Carlos, for yelling at you. I didn't realize how serious your disagreements with Ted were to you. Maybe I can help out.

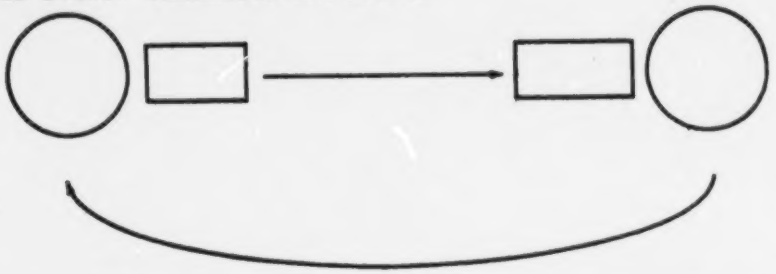
Carlos can move from victim to persecutor here.

Carlos: You never listen to me when I try to tell you something. All I want from you is support but you always jump to your own conclusions and start yelling.

Boss is not the new victim and Carlos can now move from persecutor to rescuer.

Possible Test Questions:

1. Label this L.E.T. communication model:



2. What is necessary in communication to insure that expression is equal to impression?

3. Describe how to use each of the following listening skills:

   door openers
   passive listening
   facilitative responses
   active listening

4. List six of the twelve roadblocks to communication.

5. What are the three essential components of an "I-message?"

6. The Department Head of Nursing at a large hospital complex informs you at an employment interview: "We're just one big happy family around here." What could this statement possibly mean about the management of confrontations?

7. Sending an I-message will usually prompt an upset, hurt, defensive or resistant response. Explain what may develop in an I-message situation if the changer "shifts gears" to active listening.

8. You are an office manager of a large physicians practice. In what type(s) of management situations would you employ assertiveness skills?

9. As an office manager for a dental practice you want the receptionist to become more cordial and respectful of patients who call by phone to schedule appointments. Provide how you may approach this situation with an I-message. In terms of achieving a behavior change why is an I-message more effective than a "roadblock?"

10. You are Chief of Dental Service at a hospital. A dental assistant informs you that she has been sterilizing all instruments in the clinic and that the other dental assistant has not been assisting with this sterilization process which is the agreed upon arrangement. Carry out this conversation responding with active listening.

11. List three healthcare situations which would require the use of counseling skills rather than assertive skills.

12. Select one of the two situations listed and employ the problem solving model with appropriate communication skills to affect a change in behavior. Develop each situation, include the conversation for each participant.

Excessive Absences

No. 1 Joan has been calling in sick more frequently within the last three months. The acceptable level of absence per hospital policy is once per month. You are Joan's supervisor. How would you handle this situation with Joan?

Poor Planning

No. 2 Bill has placed several last minute large typing projects into the "in" basket of the typing pool. Bill has done this before (several months) and was asked to stop it. Judy, the typing pool supervisor, has come into your office (you are Bill's supervisor) to discuss this with you.

HEALTH MANAGER **CONFLICT RESOLUTION** **M-406**

UNIT PREREQUISITES: None

REQUIRED REFERENCES: L.E.T. Chapter VIII, IX AND X

RECOMMENDED REFERENCES:

1. Robert Maddux, Successful Negotiation, Crisp Publications, 1988.
2. Dr. Marshall Sashkin, Conflict Style Inventory, Organization Design and Development, 1986.

LEARNING ACTIVITIES:

1. Participate in seminar and discussion activities.
2. Complete and analyze Conflict Style Inventory.
3. Read L.E.T. text assignment.
4. Participate in role playing activities.

OBJECTIVES: M-406 Summarize the principles of conflict resolution and the impact of conflict upon a healthcare organization by answering questions on an exam with 70 percent accuracy:

- .1 List at least three advantages and disadvantages of conflict within an organization.
- .2 Distinguish between the types of authority derived from:
  - 1) expertise or knowledge,
  - 2) coercion,
  - 3) positional or job description.
- .3 Explain why the use of coercive power results in the loss of influence.
- .4 Describe three methods of resolving conflict based upon who wins and who loses in the process.
- .5 Describe the costs of using L.E.T.'s Method I or Method II in resolving conflicts.
- .6 Describe the process for employing a no-lose method or L.E.T.'s Method III in resolving a conflict.
- .7 List at least four benefits derived from using L.E.T.'s Method III.
- .8 Given simulated situations in the healthcare supervisor's setting, apply L.E.T.'s Method III to resolve conflict.

TOPIC OUTLINE:

I. Conflict
II. Skills to Prevent Conflict
III. Authority and Power
IV. Cost of L.E.T. Method I and Method II
V. Reaction to Power
VI. No Lose Method - L.E.T. Method III

EVALUATION: Fifteen percent of the final exam will be based upon this unit.

1. Instructor References:
   a. Robert Maddux, Successful Negotiation. Order through Training Resource Corporation, 5 South Miller Rd., Harrisburg, PA 17109. Includes many discussion activities.
   b. Dr. Marshall Sashkin, Conflict Style Inventory. Order through Organization Design and Development, 101 Bryn Mawr Ave., Bryn Mawr, PA 19010. $6.95 ea.

2. Lecture Notes:
   Develop notes utilizing student guide and L.E.T. text.
   Schedule approximately three hours for this unit.

3. Media, Equipment, and Supplies For This Unit:
   None

4. Master Transparencies:
   None

5. Other Student Handouts:
   Provide student with unit objective sheet.
   Provide student with student guide to facilitate note taking during seminar/discussion.
   Reproduce discussion handouts for distribution.

I. Conflict

A. Defined:

B. Conflict Tasks:

1.

2.

II. Skills to Prevent Conflict

A. Listening

B. Confrontive

C. Management Meeting

III. Authority and Power

A. Change effort:

B. Mehtod I

C. Method II

IV. Cost of Either Method

A. Method II

B. Method I

V. Reaction to Power

A. Follower Costs

1. Upward Communication

2. Apple Polishing

3. Competitiveness

4. Submission and Conformity

5. Rebellion and Definance

6. Alliances and Coalitions

7. Withdrawing and Escaping

B. Leader Costs

1. Time

2. Enforcement

3. Alienation

4. Stress

5. Diminishing Influence

VI. No Lose Mehtod - Method III

A. Defined

B. Six parts to Method III

C. Open ended

D. Benefits

1.

2.

3.

4.

5.

E. Application

1.

2.

3.

4.

5.

6.

F. Steps Defined

1.

2.

3.

4.

5.

6.

G. Effective Problem Solving Equals

1.

2.

3.

4.

5.

6.

7.

8.

H. Problem With No-Lose Method

1.

2.

3.

4.

5.

6.

7.

8.

9.

I. Application

1. Conflicts

2. Company

3. Handling

J. Results Generated

1.

2.

3.

4.

5.

K. Down-up/Down-up Method

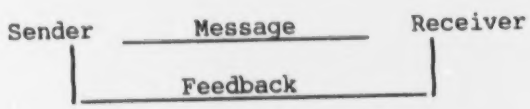
Get the problem solving process into motion

I. Identifying and defining the problem
II. Generating alternative solutions
III. Evaluating the alternative solutions
IV. Decision making
V. Implement the decision
VI. Evaluate solution

Develop a "Door Opener" to get Beth to discussi her problem.

Door Openers: Is your workload created a problem in getting to lunch?

React with "Active Listening"



Help carla get her problem solved

Door Opener: Carla, is the workload increasing?

React with "Active Listening"

YOU ARE BRAD:

You are a nurisng assistant who's duty it is to transprot patients within a hospital. You are to record the pickup, delivery, and their associated times with each and every transprot. You feel this is useless and therefore forgotten to do this mahy times despite being reminded by your supervisor Jack. You feel the process takes more time than its worht and limits the number of transprots you can do in a day.

YOU ARE CALLED INTO JACK'S OFF AND YOU BEGIN THE CONSERVATION BY:

INSTRUCTIONS:

1. Carry this (3) responses beyond your initial response

YOU ARE JACK:

You are a nurisng supervisor over a group of nurisng assistnats responsible for hospital patient transprots. Brad, one of your assistants, continues to neglect proper record keeping for pickup and delivery despite you earlier warnings. This morning a patient was being sought by his physician and this physician traveled to X-ray in seach of his patient. THe patient had already returned to his room but Brad had neglected to log the patient back. the physician has expressed his displeasure over this situation to you.

YOU CALL BRAD INTO YOUR OFFICE AND OPEN UP THE CONSERVATION BY:

INSTRUCTIONS:

Carry this (3) response beyond your initial response

Health Manager

M-406
Conflict Resolution

YOU ARE JOHN:

You are a division manager and have been promoted from within the organization within the last (6) months. You ahve recieved little feedbakc on your own performance and when comparing your self to the other managers you do not hink you are as good as they appear. You discuss this situation with your spouse. You approach your boss and formerly resign your position requesting a demotion to your old staff position.

YOU BEGIN THE CONSERVATION

INSTRUCTIONS:

1. Take the above (3) responses beyond the initial response.

   Suggestion: Begin with, I resign my position "Judy". I have given this serious consideration and.....

YOU ARE JUDY

You are brach VP wiht (6) managers working for you. John is one of your recetn promotions to manager and although young and inexperienced he is doing a fine job. John is well liked by his staff, customers and handles his accounts very well. Jons' routine performacne appraisal will not be dur for another (3) months.

JOHN WILL BEGIN THE CONSERVATION.

INSTRUCTIONS:

1. Take the above (3) responses beyond the initial response.

1. The manager has orchestrated a group meeting toward acceptance of an idea. The manager is pleased primarily because a considerable amount of politics behind the scenes went into the consensus arrived at during the meeting.

   a. Analyze this statement.

2. The manager overheard a problem in the making and immediately sat down all parties, outlined the problem, potential solutions, and arrived at a mutually acceptable solution.

   a. What kind of a solution?

3. The manager notes that the group is drifting away from his most desired solution so he says, "I think the best way to handle this problem might be in this area..."

   a. This is usually a NO LOSE manager.

4. Jack, I have noticed that your monthly reports have been delayed by at least (2) weeks during the last (3) months. This will have to be corrected.

   JACK: I'm sorry but I've been preoccupied by personal matters.

   I'm sorry but these reports are sent hospital administration for their monthly review of house operation and can not be delayed. Hospital policy dictates this timetable.

   a. Can this solution be negotiated?

Health Manager | Assignment Sheet | M-406 Conflict Resolution

Coalitions	Rebellion	Destruction
Escape	Submission	Apple Polishing
Defiance	Obedience	Reduced Communication

Instructions: Label each of the following statements with the coping mechanism which is being employed.

1. _____ I think that if we all stick together on this we can swing the decision our way.

2. _____ The office is often quiet with very little said and the turnover rate is nearly 26% annually.

3. _____ I have heard all of the arguments here, but I am still not convinced that this is the way to go. I think that we should reconsider this overnight and discuss it some more.

4. _____ I have seen this tried before and I'll have no part of it.

5. _____ Have you seen this! Yes, but if you know what is good for you - you'll just do as your told.

6. _____ It seems to me that they ought to be able to handle these problems without seeking my help all of time.

7. _____ You're right, it is a bad job and as you know my division does a much better job in this area.

8. _____ Jerry, that sure is a good idea. I'm sure that it will be a success. How do you keep coming up with such good ideas?

9. _____ I've decided that after the last problem I'll put everything in writing and only tell what is absolutely necessary.

Health Manager | Discussion Handout | M-406
Conflict Resolution

Joan is a unit manager in a large firm. Jackie is one of (6) supervisors working for Joan. Scott, one of Jackie's employees, has made an appointment to speak with Joan.

Joan: Scott, its very nice to see you again; what is it that I can do for you?

Scott: Well Joan, I'm really sorry to bother you but you know what they say about going straight to the top. Well anyway, I need to take a week off during Christmas to attend my brothers wedding in California. The problem is I am out of vacation and our company policy does not allow for vacation or time off during this particular season.

Joan: So Scott, you have come to me to request time off during Christmas becuase of the special circustances, the wedding?

Scott: Yes that's right. I know that such requests are to be made through your immediate supervisor but I am fairly certain that Jacki would deny my request.

Joan: You and Jackie don't get along so you are fairly certian she would have denied your request despite the special circumstances.

Scott: That's right. I am out of vacation time and would be asking for a leave of absence which would leave Jackie short of staff. She doesn't need much of an excuse to tell me NO so this would be easy to say NO to.

Joan: This situation appears special. Do you think that if you presented it to Jackie the way you rpesented it to me she would be understanding?

Scott: I don't think so. She doesn't like me and would probably say so.

Joan: So you feel you aren't able to approach her with this request?

Scott: Yes that's right.

Joan: How would you feel about Jackie being invited in here to discuss this situation with us?

Scott: Not very good at all. She will immediately thing that I am stepping over her head and my life would be made unbearable after I returned from the wedding.

Joan: Are you suggesting that I approve this request without notifying Jackie and allowing her to have input into this matter?

Scott: I guess I am but I can see the problem with such a request when you put it that way.

Scott: Not very good at all. She will immediately think that I am stepping over her head and my life would be made unbearable after I returned from the wedding.

Joan: Are you suggesting that I approve this request without notifying Jackie and allowing her to have input into this matter?

Scott: I guess I am but I can see the problem with such a request when you put it that way.

Joan: How do you feel we should go about resolving this problem?

Scott: Possibly the first approach would be for me to talk with Jackie. If she disapproves the request due to staffing I can still request a higher review since it is a request for a leave of absence. That might help everyone and not make Jackie feel I went over her head.

Joan: I think that sounds like a very reasonable approach, and it sounds like you feel it will work better for you.

Scott: I believe so. Thanks for listening Joan and I'll let you know how things go.

PROBLEM OWNERSHIP

INSTRUCTIONS:

1. Who owns the problems described below? Write in the space below each statement.

You are Jane's fellow office worker in a one physician office which starts its day at 8:00 a.m. by beginning the prepratory work on scheduled patients. There is an office supervisor.

(a) You feel pressured each morning becuase you take care of your patients and Jane's becuse she consistenly arrives 20 minutes late. She has done this for the last 3 days.

(b) Because of the slow start the physician verbalizes her anger over being unable to get to lunch due to a lack of early patient preps and its resulting backlog creation for the remainder fo the morning.

(c) The office supervisor has had to smooth over a situation with an angry patient who was made to wait until 10:30 for a 9:00 a.m. appointment.

(d) Jane overhears the physician comment on the poor organization getting patient appointment preps started in hte morning.

WHO OWNS THE PROBLEM

Instructions:

1. **WHO OWNS THE PROBLEM?**
2. **REPLY USING A "YOU"**
3. **REPLY USING AN "I"**
4. **WHO ARE THE CHANGEE'S/CHANGERS**

1. Patient complains that treatment delivered by the therapist X was shorter than others and therapist X was curt and unprofessional.
2. Business office tells you that patient Jones has been overcharged by your service.
3. Helen reports to work in an unkept fashion with soiled uniforms.
4. Mary confides in you that she is going to conduct a staff meeting tomorrow and she knows there will be a lot of griping and it will take more than the hour allotted.
5. Jack calls in sick for his shift and is then heard at a party, attended by your boss, bragging about the fact.
6. Jim, you have hired so many additional hourly staff in the last month I've run out of locker and mailbox space.
7. How can I get the business office to stop charging the wrong account for oxygen cylinder rentals? I can't keep the books straight.
8. You have discovered that if Jane collected patient charges in the new way 30 minutes could be saved daily. Charges have been collected this way for 10 years.
9. Fred tells you that his supervisor lost his last (2) requests for days off.
10. The accounts department supervisor informs you that your supervisory staff are not recording employee overtime and call time as it occurs creating missed payments to employees. This organization has its supervisory staff monitored by a divisional manager.
11. A divisional manager allowed costs that you feel are controllable and go beyond budget.
12. You learn that your equipment repair costs have skyrocketed through your divisional manager who also informs you that the cause seems to be poor instruction to actual use of the equipment.

INTRODUCTION: During a medical record audit it was found that Chuck, a therapist, had such poor hand writing abilities that several entries could not be read. The department manager, Judy, was questioned by the auditor about whether this was standard documentation and acceptable within this department.

DISCUSSION THAT FOLLOWED WITH JUDY AND CHUCK:

Judy: Chuck, recently an audit was performed of this departments' medical record keeping. I was presented with a problem of legibility resulting from your handwriting. The noting of this problem within the chart has implied that we accept this type of charting within our department and that what we have to pass along need not be legible.

Chuck: I was unaware that my handwriting had gotten that bad. I know that I have to concentrate on this especially when I am as busy as I have been lately.

Judy: You then feel that your handwriting needs more conscious effort than improvement?

Chuck: Yes, that is right and I also need an appropriate amount of time to chart, something that is not available right now. We are very rushed.

Judy: So the problem is that you are rushed which then effects your hand writing abilities?

Chuck: Yes

Judy: What do you think we can do to solve this problem? The medical record has to be clear, concise, and complete and currently this is not the case.

Chuck: Well for one thing, I could start writing more legibly by taking more time with this process, however, this does not correct the problem of more work than available staff.

Judy: How many therapies do you feel you can deliver in one (8) hour period?

Chuck: I feel that in order to get all my breaks, lunch and provide quality care I can see (5) patients once per (8) hours.

Judy: Is this more or less than your fellow staff members?

Chuck: Well, less, but I spend more time with my patients making sure they get complete care and enjoy the visit I make.

Judy: Are your fellow staff members providing substandard care?

Chuck: Why No! I just have my way of doing this type of care.

Judy: If you were to spend less time providing non-therapy would this decrease the quality of your care. Could you see more patients?

Chuck: I suppose not and I probably could see more patients or at least have more time to do a good job charting.

Judy: I feel that for me to ask for more staff from my boss I need to be able to justify this based upon productivity studies. I would be reviewing average productivity and measuring all staff members against this average. If this indicator shows a need I then can pursue additional staffing. I believe that your solution of reducing non-therapy time with patients is a good one especially if it helps you approach a productivity norm.

Chuck: I believe this will help my problem.

Judy: Then you will continue to provide a quality visit but limit the amount of time devoted to the non-therapy portion. This will correct the current problem of illegible charting. I will begin a review of our workload and determine if staffing levels are appropriate.

Chuck: How will I find out if we are to get help?

Judy: Why don't you and I discuss your charting in 30 days and we can also discuss any progress in determining staffing needs at that time.

INSTRUCTIONS:

1. Problem ownership?
2. Six steps to problem solving?
3. Was there bargaining during this dialogue for the solution?
4. Do you see any possible roadblocks?
5. Identify any Active listening here.
6. How about Passive listening?
7. What was the door opener?

Health Manager | Assignment Sheet | M-406 Conflict Resolution

Insturctions: Label each of the following statements with the term most correctly representing it:

C - Confrontive
P - Preventive
SD - Self-disclosure

1. ____ Jerry, I have been presented with a problem regarding a lowered productivity wihtin your area this last month.

2. ____ George announces aloud as he enters his office, "I'm going to be on a conference call for the next hour."

3. ____ I have long felt that the old business saying "The customer is always right" is the motto this firm will abide by.

4. ____ I have long felt that meeting **must** start on time or be cancelled.

5. ____ Jackie, do you feel that checking ventilators onece per shift is appropriate?

6. ____ I'll be doing a dressing change to the patient in exam room 9 for the next 20 minutes.

7. ____ Mary I have been appraoched by one of the pediatricians who feels his patients pulmonary function studies have been delayed a considerable length of time.

8. ____ I believe that patient waits of longer than 10 minutes are uncalled for.

Possible Test Questions:

1. List three advantages of conflict within an organization and explain why each may produce a positive result.

2. Authority may be derived from three different means:

   1) expertise or knowledge
   2) coercion
   3) position or job description.

   Explain these three types of authority and provide an example of how each would be used.

3. Explain why the use of coercive power results in the loss of influence.

4. There are three methods which may be utilized to resolve conflict. Explain each method and specify who wins and who loses in each method.

5. What price must be paid by a supervisor who uses the L.E.T. Method I for resolving conflict?

6. What price must be paid by a supervisor who uses the L.E.T. Method II for resolving conflict?

7. Describe L.E.T.'s Method III, sometimes called the no-lose method for resolving conflict. How does it work?

8. List four benefits which may be gained by employing L.E.T.'s Method III to resolve conflict.

9. Brad is a nursing assistant who's duty it is to transport patients within a hospital. Brad is to record the pickup, delivery, and their associated times with each and every transport. He feels this is useless and therefore has forgotten to do this many times despite being reminded by his supervisor Jack. He feels the process takes more time than its worth and limits the number of transports you can do in a day.

   YOU ARE JACK:

   You are a nursing supervisor over a group of nursing assistants responsible for hospital patient transports. Brad, one of your assistants, continues to neglect proper record keeping for pickup and delivery despite your earlier warnings. This morning a patient was being sought by his physician and this physician traveled to X-ray in search of his patient. The patient had already returned to his room but Brad had neglected to log the patient back. The physician has expressed his displeasure over this situation to you.

Apply the L.E.T. No-Lose Method for resolving conflict to this situation.

YOU CALL BRAD INTO YOUR OFFICE AND OPEN UP THE CONVERSATION BY:

Carry this conversation out to a conclusion-resolve the conflict.

HEALTH MANAGER **TEAM BUILDING SKILLS** **M-407**

UNIT
PREREQUISITES: None

REQUIRED
REFERENCES: L.E.T. Chapter III and VII

RECOMMENDED
REFERENCES:
1. Robert Maddux, Team Building, An Exercise in Leadership, Crisp Publications, 1988.

LEARNING
ACTIVITIES:
1. Participate in seminar and discussion activities.
2. Read L.E.T. text assignment.
3. Complete Caribbean Island Survival Exercise.
4. Participate in role playing activities.

OBJECTIVES: M-407 Summarize the value of team building to an organization in terms of efficient and effective management as well as how to conduct effective meetings by answering questions on an exam with 70 percent accuracy:

.1 Describe the concept of a management team in terms of participation and responsibility.

.2 List three reasons for building a management team.

.3 Given an organizational chart from top administrator to healthcare workers, identify groups of individuals that could compose a management team.

.4 Explain why group meetings are often ineffective.

.5 Identify appropriate functions for: 1) the informational meeting, and 2) the problem-solving meeting.

.6 Outline general guidelines for conducting an effective meeting.

TOPIC
OUTLINE:

I. Management Team
   - A. Team Building
   - B. Success

II. Meetings
   - A. Types
   - B. Problem Solving
   - C. Regular Meetings - Characteristics
   - D. Responsibility of a Member
   - E. Leader Responsibilities
   - F. Principles and Guidelines

EVALUATION: Fifteen percent of the final exam will be based upon this unit.

1. Instructor References:
   a. The Caribbean Island Survival Exercise II. A team building simulation. Order through Organization Design and Development, 101 Bryn Mawr Ave. Bryn Mawr, PA 19010. $3.75 ea.
   b. Robert Maddux, Team Building, An Exercise in Leadership. Order Through Training Resource Corporation, 5 South Miller Rd., Harrisburg, PA 17109. $6.95 Includes sample discussion activities.

2. Lecture Notes:
   Develop notes utilizing student guide and L.E.T. text. Schedule approximately three hours for this unit.

3. Media, Equipment, and Supplies For This Unit:
   Overhead projector

4. Master Transparencies:
   There is one transparency which may be produced.

5. Other Student Handouts:
   Provide student with unit objective sheet.
   Provide student with student guide to facilitate note taking during seminar/discussion.

I. Management Team Defined:

A. Team Building

1.

2.

3.

4.

5.

6.

7.

B. Success

1.

2.

3.

4.

5.

C. Leadership Paradox:

II. Meetings

A. Types

1.

2.

B. Problem Solving

1. Problem Identification

2. Solution Generating

3. Evaluation/Decision Making

4. Implementing

C. Regular Meetings - Characteristics and Features

1. Frequency

2. Duration

3. Priority

4. Alternates

5. Place

6. Physical

7. Recording

8. Agenda

9. Agenda Priorities

10. Rules for Speaking

11. Appropriate Problems

12. Inappropriate Problems

13. Rules for Decisions

14. Confidentiality

15. Disposition of Agenda

16. Meeting Minutes

17. Evaluation

D. Responsibility of Member

1. Before Meeting

a.

b.

c.

d.

e.

f.

g.

2. During Meeting

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

k.

3. After Meeting

a.

b.

c.

d.

e.

f.

E. Leader Responsibilities

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

F. Principals and Guidelines

1.

2.

3.

4.

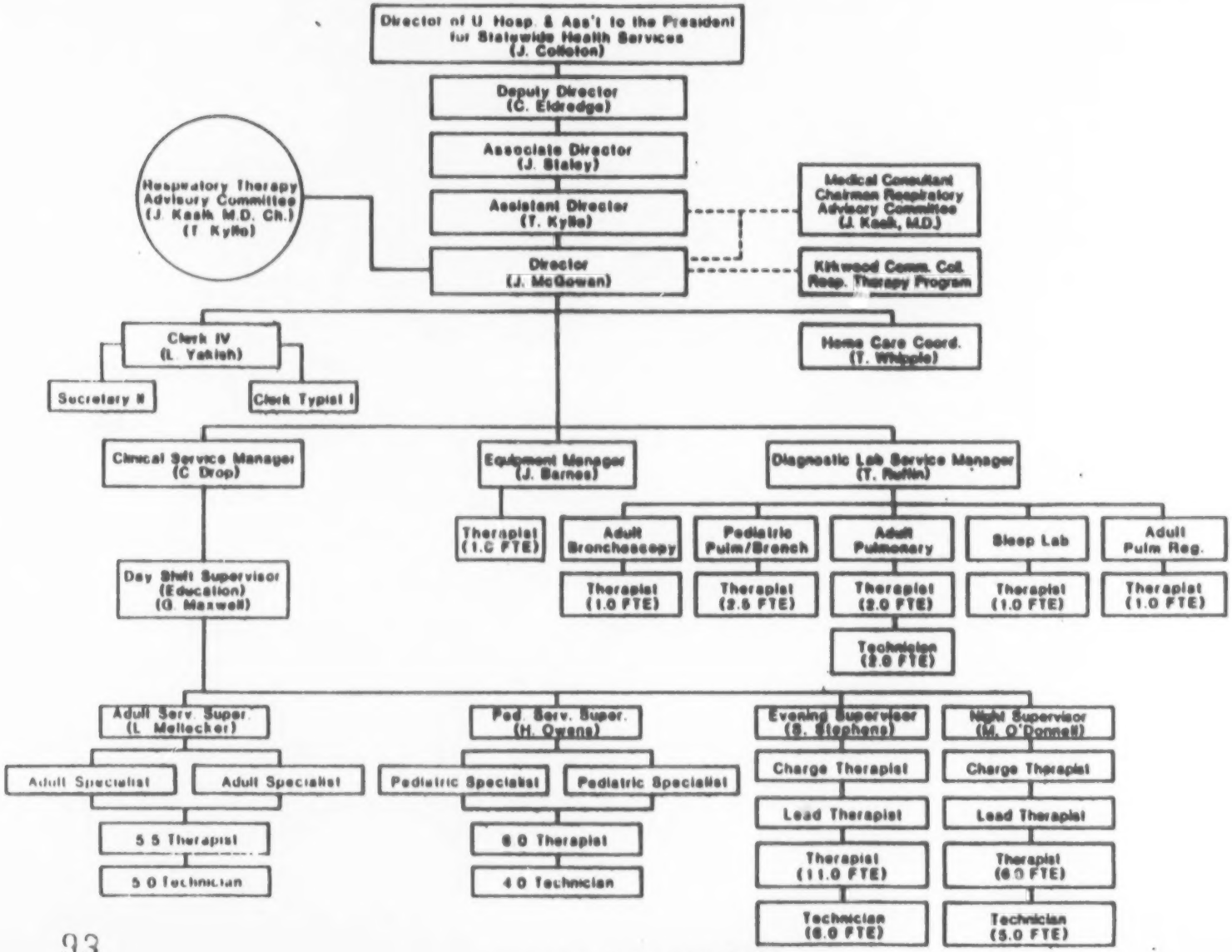
5.

6.

GUIDELINES FOR MAKING MANAGEMENT MEETINGS WORK

1. Frequency of Meetings
2. Duration
3. Priorities
4. Alternates for Members
5. Place
6. Physical Arrangements
7. Recording Function
8. Agenda Development
9. Priorities of Agenda Items
10. Rules for Speaking
11. Problem Level for Group
12. Inappropriate Problems for Meeting
13. Rules for Decision Making
14. Confidentiality
15. Disposition of Agenda Items
16. Meeting Minutes
17. Evaluation

The University of Iowa Hospitals and Clinics
RESPIRATORY THERAPY SERVICES
Functional Chart of Organization



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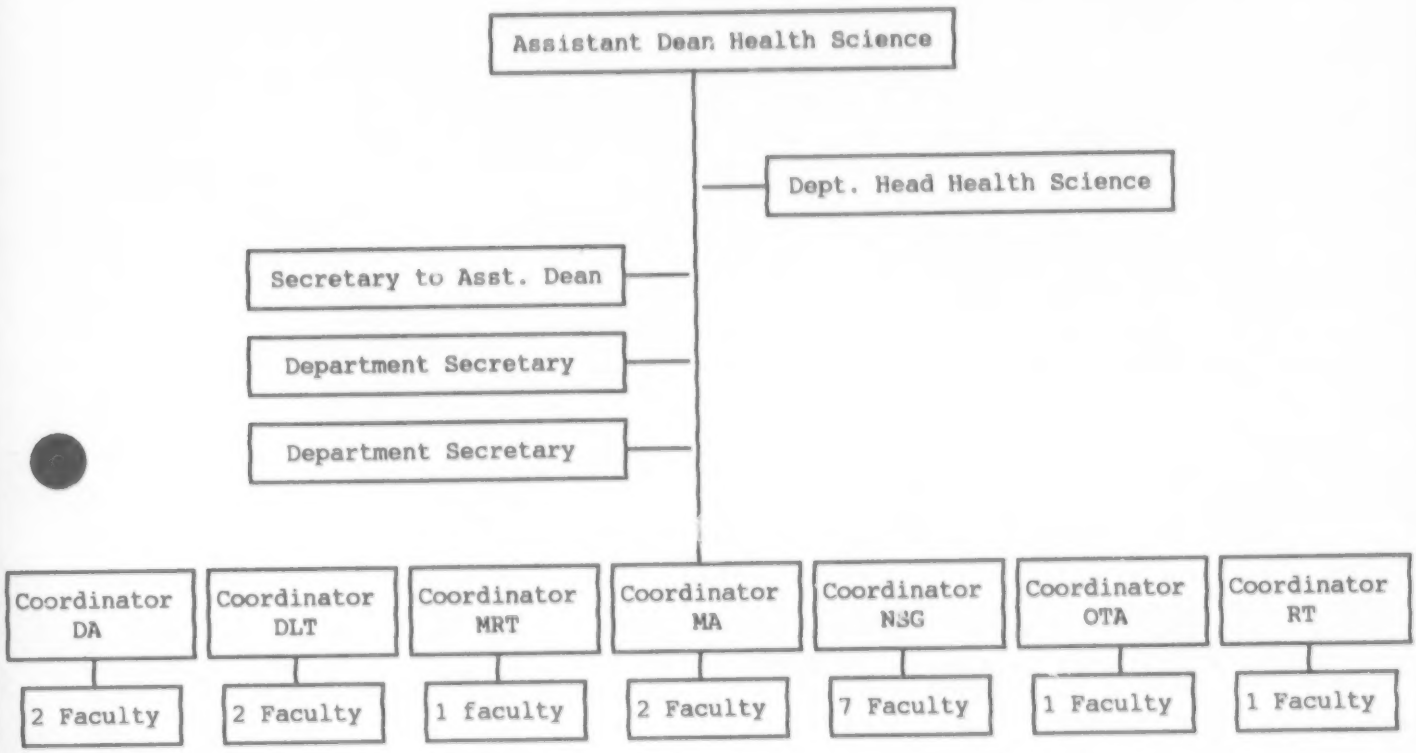
July, 1987

Possible Test Questions:

1. What is a management team? Specify what is sought by the team leader in the way of participation and responsibility.

2. List three reasons to organize the management team.

3. Using the organization flow chart for the Health Science Department, organize a group of individuals who could become a management team.



Key to Abbreviations:

DA - Dental Assisting
DLT - Dental Laboratory Technology
MRT - Medical Records Technology
MA - Medical Assisting
NSG - Nursing Program
OTA - Occupational Therapy Assistant
RT - Respiratory Therapy

4. Explain why large group meetings (20-30 members) are often ineffective.

5. What types of functions would each of these two meetings organize to accomplish:

   1) the informational meeting
   2) the problem solving meeting

6. Outline six general guidelines for conducting an effective meeting and briefly describe the purpose for each.

HEALTH MANAGER | EMPLOYEE PERFORMANCE EVALUATION | M-408

UNIT PREREQUISITES: None

REQUIRED REFERENCES: L.E.T. Chapter XI

RECOMMENDED REFERENCES:

1. Robert Maddux, Effective Performance Appraisals, Crisp Publications, 1987.
2. Rollin Glaser, How to Get Extraordinary Performance Out of Ordinary People, Organization Development and Design, 1987.

LEARNING ACTIVITIES:

1. Participate in seminar and discussion activities.
2. Read L.E.T. text assignment.
3. Complete Performance Appraisal System project.

OBJECTIVES:

M-408 Compare the characteristics and complications of traditional employee evaluation to those of a periodic planning conference by answering questions on an exam and completing a project with 70 percent accuracy:

- .1 Outline the characteristics of traditional employee evaluation or performance review systems.
- .2 Describe at least four deficiencies in traditional approaches to employee evaluation.
- .3 Outline the rationale and assumptions for a periodic planning conference (PPC).
- .4 Develop a performance appraisal system for a job situation using guidelines on a criteria sheet.

TOPIC OUTLINE:

I. Leader Responsibility to Group
II. Performance Systems
III. Periodic Planning Conference

EVALUATION: Fifteen percent of the final examination will be based upon this unit.

1. Instructor References:
   a. Robert Maddux, Effective Performance Appraisals. Order Through Training Resource Corporation, 5 South Miller Rd., Harrisburg, PA 17109. $6.95.
   b. Kenneth Phillips, Performance Appraisal Skills Inventory. Order through Organization Design and Development, 101 Bryn Mawr Ave., Bryn Mawr, PA 19010. $5.95 ea.
   c. Rollin Glaser, How to Get Extraordinary Performance from Ordinary People. Order through Organization Design and Development. $2.95.

2. Lecture Notes:
   Develop notes utilizing student guide and L.E.T. text. Schedule approximately three hours for this unit.

3. Media, Equipment, and supplies For This Unit:
   None

4. Master Transparencies:
   None

5. Other Student Handouts:
   Provide student with unit objective sheet.
   Provide student with student guide to facilitate note taking during seminar/discussion.
   Provide student with criteria sheet for employee performance evaluation project.

I. Leader Responsibility to Group

A. How feelings are improved

1.

2.

3.

4.

5.

6.

7.

B. Specialists:

C. Group Needs:

II. Performance Systems

A. Traditional

1. Incorporate

a.

b.

c.

d.

e.

f.

2. Deficiencies

a.

b.

c.

d.

e.

f.

g.

h.

B. Need to Incorporate

1.

2.

3.

4.

III. Periodic Planning Conference

A. Time

1.

2.

3.

4.

B. Focus

1.

2.

3.

4.

C. PPC Rationale

1.

2.

3.

4.

D. PPC Assumptions

1.

2.

3.

4.

5.

6.

7.

E. PPC Preparation

1. Step I - Preparing Employees for PPC

a.

b.

c.

d.

2. Step II - Mutual Agreement on Job Function

a.

b.

c.

(1)

(2)

(3)

(4)

d.

e.

(1)

(2)

(3)

3. Step III - Mutual Agreement for Performance Measurements

a.

b.

F. Performance Measures

1.

2.

3.

4.

G. Conducting the PPC

1.

2.

3.

4.

5.

H. Conference Points

1.

2.

3.

4.

5.

6.

7.

8.

9.

I. Implementing PPC Decisions

1.

2.

3.

4.

a.

b.

c.

d.

e.

Health Manager | Criteria Sheet | M-408 Employee Performance Evaluation

Name _____

Instructions: Develop a performance appraisal system for any job (real or imagined). Components are to include:

a) Evaluation instrument
b) Criteria based upon a job description
c) An explanation of how the evaluation process works
d) Three cited references which support the method of appraisal

1.	Evaluation instrument includes quantitative measures of performance.	5 4 3 2 1 0
2.	Measures of performance are based upon a job description.	5 4 3 2 1 0
3.	Student provides a concise explanation of how the evaluation instrument is utilized.	3 2 1 0
4.	Project includes three cited references to support the style of instrument developed.	3 2 1 0

_____/16
11 necessary

Possible Test Questions:

1. List three of the six characteristics of traditional employee evaluation review systems.

2. List and describe four of eight deficiencies in traditional employee evaluation review systems.

3. Describe the rationale for a periodic planning conference.

4. Outline four of the seven basic assumptions which support a periodic planning conference.